

Boston University

SCHOOL OF
SOCIAL WORK



LIBRARY

Gift of

Author

BOSTON UNIVERSITY
SCHOOL OF SOCIAL WORK

CASE WORK IN A DAY NURSERY
A STUDY OF 41 CASES AT THE MORGAN MEMORIAL DAY NURSERY
1942 - 1943

A Thesis

Submitted by
Esther Edith Soddeck
(B.S., Simmons College, 1939)
In Partial Fulfillment of Requirements for
The Degree of Master of Science in Social Service
1943

BOSTON UNIVERSITY
SCHOOL OF SOCIAL WORK
LIBRARY

School of Social Work

Nov. 1, 1943

604

TABLE OF CONTENTS

Chapter		Page
I	<u>Introduction</u>	1
	Purpose	1
	Method of Study	1
	Sources of Data	2
	Importance of Day Care	2
	Social Service Aspects	3
II	<u>History and Organization of Morgan Memorial Day Nursery</u>	10
III	<u>Social Service Set-up of Morgan Memorial Day Nursery</u>	15
	Area Served	15
	Demand	16
	Policies	17
	Social Service Program	18
IV	<u>Case Presentation</u>	20
	Introduction	20
	Case Classifications	23
	Unmarried Mothers	23
	Marital Difficulties	28
	Illness or Death of a Parent	40
	Specific Problem of Child	50
	Poor Social Conditions	55
	Unsuitable Environments	62
	Racial-Cultural Problems	66
	Simple Working Problems	70
V	Summary and Conclusions	81
	Bibliography	99
	Schedule	101

CHAPTER I

INTRODUCTION

The purpose of this thesis is to determine the social service function of a day nursery. Chosen for this study was the complete enrollment of children at the Morgan Memorial Goodwill Day Nursery during the past year, from September, 1942 to July, 1943. Whereas a number of studies have been made in regard to the need for social service in a day nursery, they have usually examined statistically the factors recorded at intake. In contrast to this, the writer intends to show the actual case work, case by case, that has been accomplished in a nursery setting. It is the opinion of the writer that an analysis of the face-sheet or of the record itself is valuable in indicating areas for social service, but it is not sufficient to convey the amount and type of case work that exists. The day nursery differs from the usual social agency in that its use of social work is more recent, still in the experimental stage. Therefore, the following questions remain to be settled about day nursery social service: What kinds of problems arise in the day nursery? What form of social work is needed in dealing with these problems, and how receptive are the families to social work? What is the nature of the day care that should be included in a social service program?

The writer considers herself fortunate to have been

able to have direct contact with the Morgan Memorial Nursery, so that she became familiar with the case work process. She worked in the nursery as part of her first-year field work placement, the year previous to that in the study. Then first-hand knowledge of the nursery was gained. Since about half of the cases being used were in the nursery that year, the writer knew the children and their families through observation and case work. The remaining cases under study, who entered the nursery this year, were made familiar to the writer in the following ways: The records were examined. A period of time was spent in the nursery to observe the children and the parents. The new cases were discussed with the nursery personnel and social work staff as a means of supplementing the content of the records. Besides acquiring information about the new cases, the writer, at the same time, became reoriented to the old cases. Thus the writer was able to get a feel of the nursery situation before preparing the case presentation.

Day care has become one of the most prominent issues of this war. Newspapers and other popular publications pose the day care question constantly. While there is some doubt expressed about the advisability of mothers with small children going to work, the public seems chiefly concerned with the need in some defense areas for the establishment of nursery centers. Social service workers and other professional people look at the picture from a more thoughtful angle. They realize that many mothers of pre-school will take defense jobs regard-

less, but at the same time they are aware of the more subtle, yet vital, problems which enter into the nursery placement of children. These are the problems which call for social work, as is expressed by Dorothy Hutchinson in The Day Nursery:

In the whole gallery of social services today no agency has greater significance or richer opportunities than the day nursery. The war has brought it a national prominence as well as a national responsibility. . . . mothers with pre-school children can better serve the present emergency and assure the even more important future by safeguarding their children in their own homes. Where this is not possible the day nursery is in a position to make a critical contribution to both the children and the parents of these war-disrupted families.¹

However, the social service aspect of day care is not a new, untried idea. It has a substantial background, and it is the intention of the writer to clarify this background. Since the nursery promises to become a more permanent fixture in the nation after the war, an understanding of the social work experience in the already established day nursery may be profitable for the future. Social workers did not wait for the war to bring problems to the day nursery family, although as Ethel S. Beer says in Mental Hygiene:

The picture of a day nursery in most people's minds is the simple one of children playing together. They forget the shadowy presence of the families in the background, each burdened with its particular worries. The subtle assistance required to keep a family on its feet is not generally recognized as a

1. Dorothy Hutchinson, "Spotlight on Day Nurseries", The Day Nursery, 3:2, April, 1942.

definite part of the day-nursery program. Yet how can it deal with the youngsters properly otherwise?²

It is hoped that this study will bring these families out of the shadows a little.

Social service is usually thought of first in connection with intake at the nursery, or with the more recent version of intake, the counselling service. A great deal of stress is put on the social service responsibility at the moment when the mother comes to apply for nursery care. Dorothy Curtis Melby, in the Child Welfare League of America Bulletin, voices an almost fearful awareness of this responsibility in talking about the parents' reasons for application:

Are they confusing the value of additional income with other values in family living? Are they trying to substitute day care for children when they need the services of a family agency? If discriminating help is not given at the time of the application, the child may be admitted without his parent ever knowing this thing she is doing.³

On the other hand, the question arises of whether it is always possible for the social worker to make an absolutely right decision at the time of intake. Is it conceivable that just the mother who should not place her child in a day nursery is the very one who can benefit from the support the nursery offers? Ethel S. Beer, in Mental Hygiene, points out that,

2. Ethel S. Beer, "Mental-Hygiene Aspects of the Day Nursery", Mental Hygiene, 20:42, January, 1936.

3. Dorothy Curtis Melby, "Case Work Service in a Day Nursery", Child Welfare League of America Bulletin, 21:36, April, 1942.

"A day nursery can be and frequently is a family case-work agency in a small way. Even oftener it is the bridge between families and other organizations."⁴ At any rate, problems are apt to appear even after the most careful intake. This probability has been discovered in the British experience with day care and it is mentioned in one of the Bulletins from Britain: "It seems likely that after the acceptance of a child for day care . . . other problems would have become expressed and evident."⁵ Alice L. Voiland makes the comment in The Family that the day nursery "is a source that has been little tapped and is rich in possibilities for helping people."⁶

It is this social service that continues to help the family after the child is once in the nursery that embodies the theme of the present study. When the parent comes in frequent, almost daily, contact with the nursery staff or social worker, a definite relationship must necessarily evolve. Whether this is to be merely a routine relationship, bound up with the transporting of the child to and from the nursery, or whether it becomes a growing process for both the parent and

4. Beer, op. cit., p. 48.

5. "What Shall We Do With the Children, Bulletin from Britain, No. 91, p. 6, May 27, 1942.

6. Alice L. Voiland, "Case Work in a Day Nursery", The Family, 23: 102, May, 1942.

the nursery would seem to depend upon the existence and use of social service techniques. This conception of the day nursery's role is held by many writers, one of whom is Dorothy Hutchinson, who says in her article in the Day Nursery:

Furthermore, parents need continuous help and support with problems that arise after placement. The day nursery is not only a program for the growth of children, but one for the growth of parents, too. This is the reason why a case worker is a normal and imperative part of the day nursery⁷

What kind of help is the day nursery able to give?

The literature on this subject accentuates the child in the nursery as the most logical starting-point for the application of social work knowledge. The day nursery movement originated as a means of relieving the working mother by caring for the child.⁸ Gradually the implications of that care in regard to child's well-being have emerged from the various fields which have an interest in the needs of children, such as medicine, public health, education, psychology, and psychiatry. While the health and educational needs of the nursery child have been securely established, the psychiatric needs are in an evolutionary stage. It is the living, revealing science of psychiatry that most deeply stimulates social service thinking in regard to child development. The very fact that day nursery care means the partial separation of the child from the mother

7. Hutchinson, op. cit., p. 15.

8. Dorothy Curtis Melby, The Dynamics of Functional Case Work in a Progressive Day Nursery, p. 1.

touches upon the heart of psychiatric theory--whether a child, under a certain age, should be placed in a nursery away from his mother. Whatever the truth of the matter is, it remains evident that the child is in the nursery during the early, developing years, thereby throwing a great deal of responsibility on the nursery. The nursery teacher, therefore, would have to be sensitive to the lacks in the child's emotional life. And Gerald H. J. Pearson, M.D., contends in The Family that because of the circumstances in back of the child's having to be placed in a nursery:

The day nursery, therefore, tends to deal not with an average group of young children but with a group containing a higher percentage of children who already have emotional disorders or whose situation is one that is conducive to the development of emotional maladjustments.⁹

While it may not be possible to have a psychiatric consultant in every day nursery, it seems worthwhile to consider what value the nursery case worker would have in detecting emotional disturbances with the cooperation of the nursery teacher.

Lawrence K. Frank, in an address at the Conference of the National Association for Nursery Education, spoke of the nursery school as an agent in promoting the child's mental health:

The nursery school, in close and cooperative relationship with the home and parents, is the primary

9. Gerald H. J. Pearson, M.D., "Co-operation between the Day Nursery Worker and the Psychiatrist", The Family, 22: 310, January, 1942.

agency for mental hygiene. The opportunities in pre-school education to build wholesome, sane, cooperative, and mature personalities and to determine the future of our culture, is unlimited.¹⁰

This, of course, brings up the question of the nursery school and the day nursery. In meeting the fundamental needs of the child, which Lawrence K. Frank stressed in his talk, would it not mean that the day nursery has to incorporate the educational element of the nursery school into its capacity as a welfare agency? In fact, some authorities believe with Susan Isaacs that, "For some part of every day, young children between infancy and ordinary school age should enjoy a time of free play with other children, not very much older or younger."¹¹ If nursery school should ever become a part of our educational system and do away with the necessity for day nurseries, as was suggested at the Committee for the Day Care of Children, sponsored by the United States Children's Bureau,¹² seems possible that the day nursery will have much to contribute from its experience in dealing with the emotional problems of children.

10. Lawrence K. Frank, "The Fundamental Needs of the Child", Mental Hygiene, 22:333, July, 1938.

11. Susan Isaacs, The Nursery Years, p. 123.

12. U. S. Children's Bureau, Proceedings of the Conference on Day Care of Children of Working Mothers, Publication No. 281.

However, the problems of the child, even though they may be the origin of social work in the nursery, cannot be divorced from the problems in the family. A problem child presupposes a problem in the family. Mrs. Frances L. E. Ruegg, member of the Board of Trustees, First and Sunnyside Day Nursery, says, "We have ceased to think of the child merely as an individual who needs care. We have come to consider him a member of a family unit . . ." ¹³ It is the aim of this study, then, to investigate the different types of problems, how they relate to the child in the nursery, and how effective social work can be in the day nursery setting. In view of the importance of the war to the day nursery situation, the study will look for any effect of the war--the creation of new problems or the intensification of the old ones.

13. Mrs. Frances L. E. Ruegg, "Why Case Work is Needed in Day Care for Children in this Emergency", Child Welfare League of America Bulletin, 21:8, January, 1942.

CHAPTER II

HISTORY AND ORGANIZATION OF THE GOODWILL DAY NURSERY

At the end of the nineteenth century, Dr. Edgar J. Helms came to the South End of Boston as one of the ministers who were appointed to carry on the work started by Henry Morgan in serving the poor. From the original Morgan Memorial Chapel, Dr. Helms built up the various activities associated with the Morgan Memorial Cooperative Industries and Stores, Inc. One of these activities is the Morgan Memorial Goodwill Day Nursery. Dr. Helms was setting out upon his unique career at a time when it was customary for some mothers to leave their children tied to the furniture while they went out to work. Recognizing the crucial need for a suitable place in the South End where the children of working mothers could be cared for, Dr. Helms undertook to establish a nursery of some sort.

Miss Mary F. Fagan, a private governess, was persuaded by Dr. Helms to organize a day nursery at the Morgan Memorial Chapel in 1897. From 1898 to 1906 Miss Fagan arranged to have the nursery children stay in wealthy suburban homes during the summer. Miss Hannah Kimball, in 1906, donated her farm at South Athol for that purpose, marking the beginning of the Fresh Air Camps which the Morgan Memorial has spon-

sored ever since. The Lucy Wheelock Kindergarten School initiated the promotion of kindergarten training by sending their students to practice teaching at the Morgan Memorial Nursery. In 1912 Miss Helen M. Paine, kindergarten teacher in the Boston Public Schools, was engaged as teacher in the nursery, and it was she who developed the educational program. When Miss Paine left in 1925 because of her health, the supervision of the nursery was taken over by Miss Ruth M. Capen, the present nursery supervisor.

In 1905 there was formed the Woman's Auxiliary to Morgan Memorial, which gradually took over the responsibility for supporting the nursery. The membership, from the sustaining membership of \$3 a year to the \$100 life membership, is represented by women from all over Greater Boston. Coming from civic organizations, women's clubs, and church societies, they attend the Woman's Auxiliary meetings and then bring back the report of the work being accomplished, so that their own groups may contribute towards the running of the nursery. Annual fund-raising enterprises, such as the Fall Bazaar, assist in maintaining the nursery.

The Model Day Nursery Building was erected in 1938. Mrs. George E. Henry, Honorary President of the Woman's Auxiliary, was largely responsible for making the new, improved quarters possible. The modern fireproof building was designed especially to house children of pre-school age. All the fur-

nishings were made in the Goodwill Inn or purchased there. One-way observation screens allow visitors to watch nursery activity without the children being aware of them. The first floor contains: spacious playrooms, which have homelike fireplaces, toys and equipment, plants and pets; a locker room with low lockers; a doctor's room; the office of the nursery supervisor and adjoining isolation room, separated by a glass window; and the waiting room, where the parents bring and receive the children. The second floor contains: a kitchen fitted with modern equipment; the large dining room, which has small tables and chairs and is brightened by gay curtains, plants, and canaries; and the dormitories, furnished with especially built cots and located in the quietest part of the building. The entire roof consists of a fenced-in play space. There is also a play-yard and a basement playroom.

Careful attention is paid to the health needs of the children. Before admittance, a physical examination and certification of small-pox and diphtheria inoculations are required. Each morning the children receive an examination by the community health nurse. If any symptoms of communicable disease is found, the child is sent home or isolated. A physician sees the children periodically and is called whenever a child becomes seriously ill. A child who is out sick from the nursery a week or more must bring a medical certificate to be readmitted. Medical records are kept throughout the year. The

nursery cooperates with physicians and hospital clinics in following medical recommendations.

The children are served well-balanced meals, including a hot meal at noon and a mid-morning and mid-afternoon lunch; cod-liver oil is given twice a day. The dinner menus are posted where parents can see them. The children are weighed and measured monthly. Rest-periods form a regular part of the daily program. After dinner the children sleep from one and one-half to two hours, in addition to short intervals of rest during the day.

The Morgan Memorial Goodwill Day Nursery is divided into two divisions: the nursery group for the younger children, three to four years of age; and the kindergarten group for the older children, four to five years of age. In special cases, where nursery care is urgent, children slightly below and above these ages are admitted. A full-time trained teacher has charge of each of these groups, and is assisted part of the day by students from kindergarten and nursery schools nearby. The supervisor is a trained person, who taught in the same nursery for a number of years before taking charge.

The nursery Committee, which is comprised of six members of the Woman's Auxiliary, the Nursery Supervisor, and the Associate Director of the Educational Department of the Morgan Memorial, assists the nursery staff in planning a practical, well-rounded program. This program is patterned along

the most recent nursery school and kindergarten methods. It includes directed play as well as free play, educational and creative work, and musical training, all designed to promote the physical, mental, emotional, and social development of the child. Routine procedures, such as washing and dressing, are a definite part of the whole nursery school program. It is hoped by the Nursery that the children will carry over what they learn into the home, not only for their own use, but for the benefit of the family.

CHAPTER III

SOCIAL SERVICE SET-UP

The Morgan Memorial Goodwill Nursery accommodates a specific area in the South End of Boston, bounded by the following streets: Dover, Tremont, Stuart, Kneeland, and Albany. There are in the same area two half-day nurseries for the children of mothers who do not work. The South End contains one other full-day nursery, the South End Day Nursery. By agreement of the two regular day nurseries, the Morgan Memorial and the South End, each serves its own territory on opposite sides of Dover Street. This arrangement was made on the principle that nurseries taking care of the same types of families should operate on a district basis, not compete with each other for children. However, since the hours of the Morgan Memorial nursery are longer, they will admit cases from the other district, when a special question of hours is involved. The Morgan Memorial also accepts children from outside the South End, with the provision that one of the parents work in the South End.

The neighborhood served by the nursery contains over thirty different nationalities, fourteen of which are represented in this year's nursery registration. The predominant nationality is Syrian.

The capacity of the Morgan Memorial Nursery is forty-four children, which number is always maintained. The demand for nursery care each year always exceeds the accommodations of the nursery. War conditions this year have influenced this situation. Whereas last year there were approximately twenty-five applications that were rejected, this year there were approximately fifty. This represents an increase in total demand of about 25 per cent. It must be remembered that this nursery is not located directly in a defense area. For the most part, the mothers work at the same type of job as before the outbreak of the war, although it is true that there are more opportunities for employment and some fathers work in defense areas. However, an unrecorded number of requests were made over the telephone from defense areas outside the South End in regard to day care. Regular applications that have to be turned down only for lack of room in the nursery are put on a waiting list, which usually amounts to about ten cases.

The war did not occasion any increase in hours to meet conditions of wartime employment. Nursery hours are from 7:30 A.M. to 6:00 P.M. Stipulation is made that children should be in the nursery by 9:00 A.M., while parents who do not work are expected to have their children called for by 4:00 P.M. It has not been noticed that since the war the time of arrival and departure of the children has changed.

This nursery was not one, therefore, which had to

introduce any changes to conform to war conditions.

The primary purpose of the Morgan Memorial Nursery is to care for the children of mothers who must work to help keep family life intact, or whose mothers are dead, physically or mentally handicapped, or incapable of managing a home. The secondary purpose is to care for children in special need of group care, but preference is given to children in the former category.

It is the general policy not to accept a case when there are more than two children under fourteen years of age who cannot be properly cared for in the home because the mother works, acting on the principle that mothers with several young children should not ordinarily work. These families are to be referred to family welfare agencies unless special conditions are present. The foregoing rule follows the suggestion made by the State Departments of Welfare supervising day nurseries that it is inadvisable for nurseries to accept the responsibility of large families.

It is the aim of the Social Service Department of the nursery to relate the service to the child with service to the family by means of social service case work. Social service in the nursery begins with intake. The Intake Committee consists of several board members of the Morgan Memorial, the Director of the Social Service Department, the Associate Director of the Religious Educational Department, and the Nursery

Supervisor. The committee decides whether the family applying would be best benefited by nursery care or by referral to a social agency offering a different type of service. The Intake Procedure is as follows:

- 1). The Director of Social Service has an unhurried interview with the parent or guardian at the time of application.
- 2). The case is registered with the Social Service Exchange, and the listed agencies are consulted.
- 3). The home is visited by a case worker to obtain first-hand knowledge of the family relationships and of the living conditions and housing standards.
- 4). A careful study of the financial resources of the family is made. Sometimes this includes the consulting of relatives, professional people, or employers, with, of course, consent of the parents.

When the Intake Committee examines the findings, flexibility of treatment is emphasized: to ascertain what the family needs, not what is convenient or whether there is room at the nursery. If the case is accepted, a weekly fee, based on the family income, is charged from \$.05 to \$.25. In certain cases, no fee is asked.

A social worker spends part of each day in the nursery to observe the children and to gain daily brief contact with the parents, if possible. Regular family case history records are kept of the social service contacts. If no social

service is necessary after intake, routine visits are made to the home for friendly, educational purposes, while special visits are made in instances of illness. Coordinating the social service recording, progress records, including the mental, physical, emotional, and social development, are filled out periodically for each child. When a problem arises about a particular child in the nursery, a conference is held by the nursery staff together with the social service staff.

An educational program is sponsored for the parents through group meetings. At the beginning of the year, these meetings serve to orient the parents to the nursery and nursery staff. Later talks are provided by the Director of Social Service, medical specialists, and children's workers. Discussion periods and the playing of games close these parent gatherings on a social note. Books and pamphlets are made available to parents.

The parents are given the opportunity to apply for camp care for the children during the summer months. The Morgan Memorial Fresh Air Camps are used for this purpose. In this way, the day-care problem of the majority of the children is solved for the summer, when the nursery is closed.

CHAPTER IV

CASE PRESENTATION

INTRODUCTION

As stated in the first chapter, the plan of this study is to present the actual case work employed in the nursery. There were forty-four children in this year's attendance who belonged to forty-one families, thus making forty-one cases to be studied.

Since many of the children stay in the Morgan Memorial nursery more than one year, any previous nursery experience will be included as part of the total case. When more than one child in a family is in the nursery, both children will be treated as a single case. However, if a sibling attended the nursery any year before the 1942-43 season, his history will be summarized, leaving the focus on the child in the nursery this past year.

No attempt was made to deal with intake. Inasmuch as the intake procedures involved in these cases is beyond the comprehension of the writer, it will be assumed that the intake question is settled. Only when certain emphasis is needed, will the nursery's policy in regard to the admitting of an individual child be mentioned. This leaves the cases to concentrate on the social work that came up during the

course of the child's experience in the nursery.

For the purpose of presentation each nursery situation was crystallized to incorporate the family problem and the adjustment of the child in the nursery.

The cases were divided according to the outstanding problems found. Although many of these problems overlap, the following major categories were decided upon:

(1). Unmarried mothers, who have illegitimate children in the nursery.

(2). Families with marital difficulty, including marital discord, desertion, separation, and divorce.

(3). Families where there is illness or death of a parent.

(4). Families who brought children to the nursery with specific physical, mental, or emotional problems to be remedied.

(5). Families in which poor social conditions over a period of years have prevented them from functioning as a satisfactory social unit, despite the assistance of numerous social agencies.

(6). Unsuitable environments from the point of view of the welfare of the child, exclusive of the environments under poor social conditions.

(7). Racial-cultural problems which are significant enough in this neighborhood of many races and cultures to warrant special attention.

(8). Simple work problems, created by the employment of both the mother and the father, where there are no other apparent problems in the family at the present time.

UNMARRIED MOTHERS

Case 1

Two-and-a-half-year-old Richard was referred, December, 1941, by another Day Nursery, where the hours were no longer suitable for mother, who wanted to work full time. According to referring nursery, the parents were separated. However, a Family Welfare record revealed that mother was not married to father, but had run away with him; father had a wife and children in another state. Father, an accountant and a college graduate, had been unable to secure regular work here, as he feared that giving references would reveal his identity. Because he was unable to support her and the baby, mother left father and found a part time job as an elevator girl.

Richard was a decided problem in the nursery. He refused to play with the group, cried easily, and in general acted "scatter-brained". While at times he seemed remote, at other times he was overaffectionate, spontaneously throwing his arms about the teacher. His mother's ambivalent attitude towards him, quickly changing from affection to harshness, tied in with his unstable behavior in the nursery.

The following month, mother applied for employment at Morgan Memorial and was given a job in the industries.

Social worker considered that this arrangement would afford a good opportunity to work with mother more closely. Although uncommunicative at first, mother soon volunteered her real story. However, she retained her independent manner and resisted any offers of help in managing Richard. In manner she seemed irritable and unsettled.

Meanwhile, in the nursery, Richard was allowed to play by himself and was given a great deal of love by the nursery teacher. When mother complained about his naughtiness, she was informed of his good points by the social worker, who also casually mentioned more desirable ways of training children. Mother expressed annoyance at having to stay home from work to care for Richard during his occasional illnesses, so that provision was made for her to receive her usual pay at these times. Mother soon began to enjoy her chats at the nursery. She was using a greater amount of patience in dealing with Richard, showing that she had absorbed the suggestions about child care. By the end of the year Richard had matured sufficiently to permit the teacher to reason with him. He gave indications of being a very bright child.

In 1942, Richard was accepted in the nursery again. Mother had married father, who was now divorced from his wife and was working as an accountant. Mother appeared quite cheerful and dressed attractively. She said she was working, but this was doubted. This year Richard noticeably improved. He

mixed with other children to the extent of becoming a leader and presented little disciplinary trouble. He still showed some insecurity about his mother's love, although mother's attitude towards him was much more satisfactory. He talked a great deal about his father, and, in his play, brought out a strong interest in the war.

The nursery was able to support this unmarried mother over a critical period in her life. Social service techniques, such as the use of the social service index, made possible an understanding of the real situation. The nursery deemed it wise to wait until the mother, who shied away from help at first, was ready for it. With a knowledge of his upset background, the nursery teacher fortified the child with the love he so badly needed at this stage of his development. Even though mother settled the marital situation this year, the nursery thought it necessary to continue the stabilizing treatment of the child.

Case 2

Cynthia, four years old, is the daughter of a young unmarried colored woman. Mother applied for nursery care, as she was going to defense training school. Previously she had been on public welfare, supplemented by aid, such as food and a layette, from the Morgan Memorial Welfare Department. The mother was first known to the Morgan Memorial when she was seventeen years old, at which time she was living with an aunt

and needed shoes or other articles of clothing frequently. A cousin had been committed to Deer Island for drinking, and her brother was then showing signs of delinquency. Mother herself had a deprived girlhood and was immature.

At the time of nursery application, Cynthia and her mother were living with mother's sister. The social worker found the home dark and dirty. Mother's sister was ill and unable to take care of her own family or of Cynthia properly.

Cynthia made a good adjustment in the nursery, quickly overcoming poor eating habits. She was a real tomboy, but also had an amusing grown-up air which she assumed. She picked up songs easily and enjoyed singing for an audience. The social worker noticed that she talked a great deal about rats, bugs, and other vermin, to the extent of dramatizing stories about them. It was thought that she must have needed such an outlet for this aspect of her environment. Therefore, she was not restrained from talking in this vein, but was led towards other interests.

After first contact with social service, mother avoided the nursery. Since she was never at home when worker visited, no social work was done.

In spite of the fact that she put an illegitimate child in the nursery, the mother in this case obviously did not wish any close contact. Knowing the mother's history and present situation, the nursery social worker felt that the

nursery care itself was enough: the mother was able to be self-supporting and the child was given a healthy environment.

MARITAL DIFFICULTIES

Case 3

Roberta is five years old and Syrian. Her parents were legally separated three years ago, the maternal grandmother supposedly having brought about the marital rift. While the father has the older boys with him, the mother and Roberta live with the maternal grandmother. After a long illness, the mother is earning \$18 a week stitching. Her husband contributes nothing.

Roberta appeared to be quite mature and intelligent for her age. Her nursery record was good except for uncontrollable, almost hysterical outbursts of anger once in awhile, which often caused her to say herself, "Don't make me scream!"

Roberta is an albino, and her eyes seemed in need of attention, inasmuch as they were crossed and Roberta kept blinking them. Her mother was urged to take Roberta to the hospital for an eye examination. Despite the father's objection to this plan, mother carried it through, so that Roberta was fitted to glasses. Mother required a great deal of case work when Roberta contracted whooping cough at the end of the year, and she found it hard to accept the fact that Roberta would not be able to go to camp, that other plans would have to

be made.

The correction of the child's eye defect was the chief concern of the nursery in this case. The marital background served to make Roberta's bursts of hysteria understandable. Case work was again called upon when the mother found it difficult to face the fact that the child would not be able to go to camp.

Case 4

Catherine, four years old, is an only child, whose parents are separated. The mother earns \$12 per week as a chambermaid. She lives with Catherine in a small, crowded attic room.

Catherine proved to be a difficult child in the nursery. Although she seemed to be a fairly bright little girl, she varied in mood from aggressiveness and quick-temperedness to spells of sulkiness. She ate poorly, with only slight improvement, until the end of the year. It was noticed that she ruled her mother, and when she was thwarted in her attempt to act the same way toward her nursery teacher, she became obstinate.

Catherine's mother was agreeable to talking over Catherine's behavior with social worker. She told of nursing Catherine until she was almost three years of age. In general mother revealed a definite overattachment between mother and daughter. While the mother expressed a wish to be able to

correct this situation, Catherine was too emotionally mal-adjusted to be completely straightened out by the nursery in one year.

There was no effort on part of the nursery to deal with the marital question. In fact, the mother spoke of her husband in such a way, that there was some doubt in the worker's mind that the mother had ever been married.

The nursery social service did not choose to approach marital problem, even though they suspected mother had not told them the truth. It was, however, concerned with the child's mother-attachment and successfully enlisted the mother's cooperation in dealing with it.

Case 5

Parents of three-year-old Donald have been divorced since 1938, when the father was diagnosed as a Dementia Praecox. Donald is the youngest of seven children, the oldest being nineteen years old. Father's poor work history had kept the family in constant need of aid from social agencies. His mental condition was also the cause of a great deal of emotional upheaval in the family, as he would threaten to kill his wife and children. The oldest boy, in fear of father, required psychiatric treatment at a child guidance clinic. Mother receives Aid to Dependent Children.

The Morgan Memorial has been acquainted with the family for several years. The Welfare Department had helped

them out occasionally and the nursery took care of the next to the youngest child in 1940. It was thought he would benefit from nursery care, as he was known to be out in the street most of the time in a filthy state; the mother, who was an unsatisfactory home-maker, had been seen in the company of other men. Whenever the social worker visited the home in regard to the child in the nursery, she felt that his mother looked on her as an intruder. The social worker was never able to progress further than the hallway and finally she gave up any attempt to work with the mother, although the boy was an eating problem in the nursery.

This year at the nursery Donald presented a more serious eating problem. He was lifeless and disinterested in the play-room, and his eyes were unusually dull. Noticing that he ate very little of his food, the nursery teacher undertook to help him learn to eat a well-balanced diet. In a short time, as soon as he was enjoying all his food, Donald's eyes lost their dullness, began to sparkle. Moreover, he became mentally alert and physically active so that he was able to take a real part in nursery activity. With the knowledge of the mother's previous reaction to the nursery visitor, the nursery did not try to work with her. They contented themselves with the fact that Donald, and his brothers and sisters who called for him, all seemed bright and devoted to each other.

In the light of the mother's previous inhospitality to the worker, this year the nursery did not consult her about her boy's physical deficiency. The unfortunate family history was used as the basis on which to adapt the nursery treatment of the child. Nursery interest also extended to the siblings. The nursery satisfied itself that there were apparently some strengths in the family.

Case 6

The parents of two-year-old Mary are separated. Her mother, a railroad clerk, earns \$30 per week. There is also a baby under a year old. They live with the maternal grandmother, who has heart trouble, making it difficult for her to care for the children, especially the more active Mary. An additional reason for needing nursery care was the fact that Mary's mother worked from 4:00 P.M. to 1:00 A.M. and had to sleep late mornings.

The nursery teacher found the tiny Mary upset emotionally. She refused to sleep and had enuresis. When she became angry she would rock back and forth as she banged her head. Compared to the rest of the children, she was a baby, who was not ready to play with them.

Mary's mother called for her every day at the nursery; but despite this daily contact, during which the teacher or social worker talked about the child's needs as an exceptionally young child to be in a nursery away from her mother and

her baby sister of whom she was probably jealous, mother did not seem to be able to grasp the significance of the situation. Therefore, with little help from the mother, the nursery teacher carried out her own treatment. While giving her a great deal of affection, she gradually weaned Mary away from her infantile ways. Throughout the nursery year, she improved in every way. Her rocking and head banging stopped and she had enuresis only occasionally. But what was more important from the social service point of view, was the fact that she had begun to ask many questions and to laugh, showing a sense of humor. Moreover, she revealed a love of music, rhythm, and dancing.

The nursery was anxious to work with this mother because of the serious symptoms of the little girl. However, mother proved to be inaccessible to social service from the nursery. On its own, then, the nursery undertook to do therapeutic treatment with the child.

Case 7

The parents of Lillian, a five-year-old Syrian child, separated (not legally) just before she was admitted into nursery. Her father went to another state to work in a defense plant. He was sending the mother money, but not regularly. In order to support the five children, the mother found it necessary to secure laundry work at which she made about \$20 per week. At this time family expenses were in-

creased by sending the oldest child, a fifteen-year-old boy, to a Catholic School, at \$40 a month, as a means to prevent him from being sent to reform school.

Lillian was a happy, well-behaved child in the nursery. Through the year she retained a touch of shyness.

The mother, a friendly, sincere, and hard-working woman, took an appreciative interest in the nursery. When the social worker visited the home in the spring, she found the father there, sick and unemployed. He soon found laboring work at a nearby defense plant. However, the mother said that he was not contributing towards the support of the family. She told the social worker that she disliked having to go to court to obtain her share of his wages. The social worker made no comment at this disclosure. Since it was the end of the year, and the girl would be going to camp, the worker put off any discussion of the matter for the time being.

So far, social service helped this case by allowing mother to go to work to relieve the economic strain, which was caused by unsettled marriage conditions. However, the nursery saw indications of mother's desire for advice and was ready to comply at the right moment.

Case 8

Four-year-old Sammy is the son of young Syrian parents, who also have a two-year-old girl. The mother and father, both immature, are unable to get along very well

together, with the result that they live together only now and then. Most of the year, the father worked in a shipyard, averaging \$80 per week. Since the mother's share in this income was irregular, she decided she would have to go to work herself. Leaving Sammy in the nursery, she found a stitching job. Grandmother cares for girl.

Sammy's adjustment in the nursery was very good. He fitted in easily with nursery life and presented no difficulties.

Sammy's mother, a small, shy, colorless girl, took advantage of worker's visits to home to complain about her husband, saying that he was very conceited and pretended to be deeply in love with her. Her own mother echoed these complaints. On the other hand, the father, who happened to be home once when worker visited, seemed to enjoy the opportunity to boast about himself to worker.

The social worker offered both father and mother a chance to present their sides of marital incompatibility. This was the extent of the social service rendered, since the child needed no special attention. In this case, the high wartime salary did not help the family problem.

Case 9

Gloria, three years of age, is the daughter of young Italian parents. The father deserted the mother and went to work in another state. There is also a seven-year-old girl

in the family. The mother earns \$18 per week as a stitcher.

The Morgan Memorial first knew this family about ten years ago, when the father worked in the Industries. In 1938 Gloria's sister was accepted in the nursery, the time at which their mother's working career started. She had been forced to work along with her husband, at the same place, in order to keep him from associating with other women. Mother even went to a different state with father to work. The maternal grandmother was willing to take care of the child at this time in the hope that the mother would be able to hold her husband more easily if the child was not with them. However, although the mother lived with her husband until recently, he paid no attention to his wife or children.

Gloria made a poor adjustment in the nursery. She was a very slow eater and sucked her thumb, while her social relationship with the other children suffered. By the middle of the year she seemed worse rather than better. Taking this troubled behavior as an indication of the insecurity at home, the nursery teacher made a special effort to induce Gloria to play and encouraged her love of music. To counteract her thumb-sucking, she arranged to have Gloria use her hands more. Gradually the child responded to this treatment.

The mother, a fine person, was very close to the nursery, in that she took pleasure in talking to the personnel and in inviting them to her home for Italian meals. She was

anxious to cooperate with the nursery in making Gloria feel more secure. When in the home, the social worker sensed that both children missed having their father with them.

This case deals with a young mother who has been through a great deal of marital stress and strain. In regard to this, the social worker offered mother not direct aid, but a chance for release by verbalizing her troubles. At the same time the nursery met mother's desire for a pleasant social side to her existence. This friendly relationship reinforced the nursery teacher's mental hygiene treatment of the child.

Case 10

Four-year-old Louise comes from a home where there is much marital friction. Her father, an irresponsible man, is supposed to abuse the mother, who is the complaining type of woman. The paternal grandmother lives with them and is a dominating influence on the family. Louise has a sister, two years older than she, who attended the nursery last year and is now in the first grade of the public schools. As the father shifts from one job to another, none of which amount to anything, the mother sells in a linen shop, earning \$15 a week. Even since the war, the father is not known to have a substantial job.

Both children were in the nursery last year. They were sweet little girls, the elder being more reserved than Louise who had a touch of coy naughtiness in her. It was

Louise who would remark innocently that her mother and father fight, once calling social worker's attention to bruise on mother's arm, which she said father caused. And it was Louise who suddenly became stubborn and disobedient when her mother came to call for her, although she behaved with her grandmother.

The parents were always cordial to the nursery. The social worker was able to see both of them at home last year when the mother, expecting a baby soon, had stopped working for awhile. Whereas the father took the opportunity to give a pleasant, charming impression of himself, his wife seemed to enjoy talking about the inconsiderateness of her husband and the burden of motherhood. The worker, in discussing the girls in the nursery, particularly Louise, tried to explain that frequently well-behaved children in the nursery misbehave at home, as a means of attracting the attention of their mothers, whom they were not able to see all day. The worker also stressed the fact that both the children and their working mothers were tired at the end of the day, making it difficult for them to manifest their real feelings. However, the worker did not mention specifically the marital tension which she and the nursery teacher believed to be the basis for the child's insecurity. On the other hand, the worker was easily able to get the mother and father to agree on the inadvisability of the children sleeping in the same

room with the parents. Until they eventually moved, the parents had the children sleep in the living room.

The nursery social worker entered into this marital situation only so far as to provide mother with a sympathetic listener. However, the social worker did see fit to work with the parents for the emotional improvement of the children. And the parents were acceptive of this degree of social work.

ILLNESS OR DEATH OF A PARENTCase 11

Four-year-old Arthur is the fourth boy in his family to stay in the nursery for two years. Their mother, a small, frail woman, has a severe back strain which was caused by working during pregnancies. She has shown herself to be incompetent in the bringing up and training of her seven children. The father, until the present, had never been able to earn sufficient money to take care of the family, so that his wife interspersed periods of working as a stitcher with periods of illness.

All four children presented the same problems in the nursery. They were dirty, aggressive, little boys who were continually into trouble. They were not toilet trained and the nursery teacher had a struggle with each of them to help them gradually to learn to control themselves. Yet, they were sensitive, appealing boys, easily hurt and responsive to praise. The teachers and social service agreed that there was considerable insecurity behind their compulsive wildness, and that even their lack of toilet training, for instance, was a symptom of emotional disturbance. Therefore, kind, patient handling was used, and this brought worthwhile results in steadying the boys' all-round development.

Social service realized a long time ago that they could count on little support from the mother. She kept a sunny, clean, and artistic home and was friendly towards the workers, but she could not benefit from the nursery contact in regard to more efficiently managing the children.

The nursery teacher took over the training the mother was incapable of giving these boys. By keeping one child after another, the nursery also took some of the strain from a physically overtaxed mother. Nursery social service did not refuse the care of the children because the mother was physically unfit to work, knowing that she would probably work occasionally anyway.

Case 12

Four-year-old George's mother died in childbirth, leaving George and his two-year-old sister. The father took the children to live with the paternal grandmother and two paternal uncles. The grandmother sought nursery care for George last year, as she found it impossible to give him proper care, including sufficient fresh air and contact with other children.

The Morgan Memorial had helped the paternal grandfather over a period of years, when he was drinking excessively and was unable of supporting the family. The welfare department gave the paternal grandfather employment, furnished his family with supplementary food, and sent his children to

camp. When paternal grandfather died, the Morgan Memorial gave George's father work in the industries. Soon afterwards, he married an Italian girl, who also worked in the industries. He left the Morgan Memorial to go to work as a painter, but never earned much.

Last year, George was a thin, serious boy in the nursery. For a long time he remained a passive member of the nursery group, unobtrusively taking part in nursery activity and doing what he was told. This year he appeared to be a different boy. The teacher and social worker were satisfied with the change in him, for he was stockier, smiled and laughed more, and made more noise.

The social worker was particularly interested in George last year when he came to the nursery, since he was a child whose mother was dead. His grandmother was amiable and intelligent in discussing with her George's development and his needs. She also asked the worker for advice about the girl, who was a poor eater. The grandmother was obviously grateful for the service the nursery was extending to her and was anxious that George be appreciative also by being a "good" boy. The worker tried to avoid any undue strictness on the grandmother's part in this respect by keeping her informed of his excellent behavior.

The nursery aided the grandmother in her effort to furnish the right kind of care for this motherless child.

There seemed to be little emotional aftermath on the child's part in this case of the death of the mother. The nursery was continuing to support this family, which the Morgan Memorial had helped for a number of years.

Case 13

Barbara is a four-year-old Syrian girl, whose mother died in 1941, giving birth to a baby girl. The children stay with their maternal grandmother and two maternal aunts who work. The father lives with his own parents and works in a shipyard. He contributes \$20 a week towards the support of the two children. The grandmother is not well enough to provide adequate care for the children.

When Barbara was accepted by the nursery last fall, she was losing weight. After a short time in the nursery, however, where she received nutritious food, rest, and outdoor play, she picked up physically, becoming an attractive, healthy-looking child. It was soon noticed, however, that she was being spoiled by her aunts. While calling for her at the nursery, they were in the habit of letting her have her own way. As a result, Barbara tended to be bossy in the nursery. On the other hand, she was at the same time so mature and dependable a little girl that her teacher was able to rely on her to do errands and help her in other ways.

The social worker dealt with the question of spoiling Barbara by showing the aunts how beneficial the nursery train-

ing would be for her in teaching her how to work and play in a group, where she would not be able to be the most important person. Talking with the aunts, the worker discovered that Barbara had no knowledge or understanding about her mother's death. In fact, the event was a mystery to her. The nursery did not take the responsibility for telling Barbara the truth, and Barbara did not ask any questions about her mother's death in the nursery. However, it was pointed out to her family that it might be better for her to know as soon as possible about her mother, especially since she was such a bright child and probably thought a great deal about the subject.

The nursery provided a mother substitute for this little girl and at the same time helped the relatives to ward off her possible development of an undesirable personality trait. Nursery social work did not choose to deal directly with the child's confusion about her mother's death, but recognized it as a serious influence on the child's whole life.

Case 14

When John, four years old, entered the nursery this year, his father was at home, ill for two years with a heart condition. His mother was working as a cleaning woman at \$18 a week. The other child in the family, a five-year-old boy, went to parochial school. Nursery care was desired as father required rest and quiet. This family lived out of the nursery

neighborhood, but the mother worked near the nursery, so that she was able to bring John back and forth each day. During the year the father's heart condition cleared up sufficiently for him to obtain work as a guardsman in a defense industry at \$25 a week; his wife continued working.

In the nursery John was a sweet-tempered child, but at the same time a real boy.

The social worker found the home to be better than the average nursery home. There were indications that the parents were very religious (Irish Catholic). Mother and father were both good-natured, as was John, and extremely cooperative with and appreciative of the nursery care their son was receiving. For instance, unlike a few of the parents, they were able to accept gracefully the fact that John would not be able to go to camp because he had whooping cough.

No social work was found necessary in this case. The nursery care itself alleviated the problem brought about by the father's illness and the mother's being forced to work.

Case 15

Stephen's father lost his job as a shipper three years ago because of stomach ulcers. While being treated at the hospital, the father worked in a relative's market and attended defense school at night. To supplement her husband's income, the mother took a part-time stitching job last year, putting Stephen in another day nursery. In a month Stephen

was transferred to the Morgan Memorial Day Nursery, as his mother wished to work full time, and the hours of the other nursery were too short. Stephen has one brother three years older. The father is Greek, the mother Lithuanian.

At the other nursery the Morgan Memorial worker learned that Stephen was a quiet, delicate child, who was slow to respond to group life. The mother, on his admittance to the Morgan Memorial nursery, stated that Stephen needed discipline and association with children his age. Stephen lived up to the reports about him by acting withdrawn and anti-social. Close observation revealed that he was extremely sensitive, hitting children when he thought they were doing wrong.

The mother welcomed the worker's visits for the purpose of offering her suggestions about managing Stephen. At the same time, the worker broached the subject of father's illness and employment. The mother always expressed confidence that her husband would shortly secure a defense job. The worker noticed that the mother was an energetic, ambitious young woman, while her husband seemed weak and helpless by comparison; and this situation seemed to have a detrimental affect on the child's emotional development. In addition, his mother's concern about her husband's failure as a provider interfered with ability to handle Stephen calmly.

Stephen gradually gained security in the nursery. His mother cooperated fairly well in helping him feel more

secure of her love. This year he was still a little sensitive, but much more mature and socialized. His mother is noticeably happy and more patient with him. The father obtained a welding job, averaging about \$70 per week. The mother is continuing to work to take advantage of the possibly short time in which to have such a substantial family income. Her main recreation now is chatting in the nursery and watching the children.

The behavior problem of the child gave the social worker an opening to do case work with the family. This consisted in discussing the father's illness and employment difficulty, which gave the mother a chance for release and gave the worker insight into the telling difference in temperaments between husband and wife. Along with this, the nursery teacher helped the child work out his symptomatic behavior. Although it was the war that solved father's difficulty and bolstered mother's spirits, the nursery filled an important social gap in the mother's life.

Case 16

The mother of four-year-old Kenneth is ill, and unable to take care of him. His ten-year-old sister goes to school. The father, a cook, earns \$30 per week.

Kenneth was a good child in the nursery this year. But he was inclined to act "lazy", and his participation in activities was only fair. In the course of the year, he was

absent a considerable time with ear trouble.

It was thought that Kenneth's performance in the nursery was hampered possibly by his physical condition, which did not seem up to par, especially since he was subject to ear infections. The nursery teacher made sure that he ate well in the nursery and that he had sufficient rest.

The social worker found it difficult to fortify this nursery treatment with cooperative treatment at home. Kenneth's mother was in the hospital part of the year. When she was home, she was not strong enough to give the boy extra attention. Furthermore, in striking contrast to father who was a modern man in his ideas, his mother was exceptionally old-fashioned and old-world Italian.

The nursery care gave support in this case. The keeping of the child in the nursery helped out a family with a sick mother. Nursery care benefited the child's health somewhat, whereas mother was not in a position to do so.

Case 17

Edward is a three-year-old Jewish boy, whose father had an accident last year, incapacitating him for work. Edward's mother had to take over the running of her husband's restaurant. Consequently, Edward, the only child, required day care.

Edward was one of the few children who did not cry the first day in the nursery. His whole adjustment was propor-

tionately as good. He was a quiet little boy, who, however, loved to play and was interested in everything about the nursery.

His parents had high standards, and were mindful of Edward's welfare. Yet, as the year went on, they were inclined to blame the nursery for various minor things that went wrong with Edward. Because the parents' attitude made social service wary of taking the responsibility, Edward was not accepted for camp this summer.

Social service was not able to handle the parents' tendency to hold the nursery responsible for things without justification. The nursery was willing to keep the child in the nursery all year. However, they did not feel up to sending him to camp. This camp refusal was used not in the sense of punishment but rather an acknowledgment of the nursery's inability to cope with fault-finding parents.

SPECIFIC PROBLEM OF CHILDCase 18

Loretta and her brother, three and five-year-old Syrian sister and brother, were admitted to nursery last year when their mother planned to work part time as a stitcher. The father, a cook who worked irregular hours, was to take care of the one and one-half year old baby girl. The nursery was aware that Loretta had badly bowed legs and was barely able to walk. The mother explained that Loretta had had pneumonia at six months of age; at the hospital the doctors had diagnosed her as a cretin who would never walk or be normal mentally. Refusing to believe this diagnosis and angered by the hospital attitude, they were taking Loretta to a private physician.

Loretta lay on her nursery cot and cried most of the day. Convinced that the child was in need of better medical treatment, the social worker persuaded the parents to take Loretta to a physician known to the nursery, since they positively would not go to a clinic. The physician made a physical diagnosis of severe rickets and was not certain about the mental condition; continued nursery care was advised. The nursery followed the instructions for diet, vitamin D, rest and exercise. Gradually Loretta's legs straightened and she

walked more. The crying spells gave way to a face beaming with happiness. At the end of the year she was beginning to take part in group play. Along with Loretta's treatment, the nursery teacher took pains to give her brother attention, as his extreme shyness had revealed his jealousy of all the attention paid to Loretta.

This year Loretta and her younger sister are in the same nursery group. Loretta's legs are almost completely straight. She had grown more aggressive and ran about the nursery. However, although she was taller, she did not appear normal physically. Also, in spite of the fact that she could say a few more words in English and Syrian, it was evident that she did not have the mentality of a child her age. Her sister, while normal physically and brighter, spoke so little English that the nursery teacher wondered whether she might not be below average in intelligence, too.

The parents showed much devotion to their children and were constantly expressing gratitude for the nursery care. They emphasized the fact that the two girls spoke in Syrian rather than in English, and it was apparent that they were no readier to accept the reality situation if they were found to be not normal.

The nursery social service took the responsibility for securing proper medical attention for this girl. They were not as prepared to deal with the mental question as yet.

During the time of nursery care, however, the parents enjoyed a good deal of support, which might make them more prone to realizing any abnormality in their children.

Case 19

Rose, a three-year-old Chinese girl, was referred by a child guidance clinic for jealousy of her new baby sister. Her mother had been persuaded to take her to clinic by a nurse. The psychiatrist at the clinic, finding that the mother was wrapped up in her own physical ailments, recommended nursery care. Besides Rose, there are four boys and the baby in the family. The father makes \$80 a month in a Chinese noodle factory.

The nursery teacher had to deal with a passive, expressionless little girl who gave no response to either leniency or strictness. She ate slowly without appetite and was very thin. After leaving her to herself for awhile to get used to the nursery, the teacher then began painstakingly to draw her out. Rose quickly began to react to the teacher's attention with a huge, devoted grin. She talked, became more outgoing. Learning to eat better, she started to be active in her play.

Working with the child guidance clinic, social service did not expect to accomplish much with the mother. When the mother was contacted because Rose's nursery attendance had been poor, it was seen that the mother had little interest

in the nursery. She did disclose, however, that she was a religiously-minded woman who deplored the lack of brotherly love among people. Given the chance to talk with worker, she became very hospitable towards her and took more of an interest in the nursery. Rose's attendance became more regular and her mother reported an improvement in her relationship with the baby.

The nursery showed its willingness to cooperate fully with a referring agency. First of all the nursery teacher exerted herself to bring the child out of her emotional shell. Then the worker gained the confidence and cooperation of the mother, whereas the clinic social worker had failed.

Case 20

When four-year-old Eric came to nursery last fall, he was backward in every way. His mother, applying for day care because she worked, explained that Eric knew no English because the family spoke Danish and that they had just come from living on a farm, where Eric had had no contact with other children. Only other child in the family was a nineteen-year-old boy who worked. The father was a garage worker, earning \$35 a week. Although the mother was in poor health since Eric's birth, she sorted stamps at \$13 a week to help pay some family debts.

Eric's nursery behavior was so infantile that the other children attended to him as if he were a baby. His mouth

hung open and his hands and feet did not coordinate. He repeated words instead of talking spontaneously. The nursery teacher soon realized that Eric required more than nursery training.

The social worker, sensing mother's fear of a mental examination for Eric, convinced her that he should have a physical examination. When the medical clinic sent him to the psychiatric clinic, the mother took him reluctantly. She protested the diagnosis of sub-normal mentality with the recommendation that he remain in nursery until he was old enough to be institutionalized. In spite of case work by both clinic and nursery workers, the mother removed the child from the nursery. It was discovered that she was taking him to a questionable school for speech lessons.

Here the nursery social service initiated the move to obtain proper medical and psychiatric treatment for the child. It was unsuccessful, however, in helping the mother to accept the results of this move, as was the clinic social worker. On the other hand, the mother was given the opportunity to face and consider the reality situation, which might win out in the end.

POOR SOCIAL CONDITIONSCase 21

The situation in five-year-old Henry's family was so acute in 1938 that it won the attention of the governor. At that time the father was in the Psychopathic Hospital for observation, the mother was in a cast, and the seven children were destitute. The mother had been injured in an automobile accident the year before, and her husband had a nervous breakdown following a period of doing the housework. The family was supported by relief. The mother was finally well enough to take a job as a stitcher, at \$20 per week, while her husband opened a junk shop in the basement of the house, from which the income was negligible.

Henry came to the nursery two years ago when his mother went to work. Social service, acquainted with the family situation, accepted Henry in the hope of being able to steer a ten-year-old feeble-minded boy to an institution. The S.P.C.C. had unsuccessfully been trying to do this. Both parents showed lack of understanding about the boy. Father seemed dull and mother emotionally unstable, possibly because of a skull injury. Despite these drawbacks, the parents were eventually persuaded to have the feeble-minded boy properly cared for.

The three years he was in the nursery, Henry made

an excellent adjustment. He is a healthy, active, lovable boy who appears to have good normal intelligence. The nursery maintained friendly relations with the mother and father. After Pearl Harbor, the father enlisted as a mechanic at Pearl Harbor and earned a substantial salary for the first time. He recently separated from his wife who is in a sanatorium and confides in the nursery personnel about the marital situation.

The nursery social service exerted itself to help this family, beginning with the acceptance of the child in the nursery to facilitate the placing of his brother. The nursery for a couple of years seemed to be the one stable element in the complex family situation. Though both parents proved inadequate for case work, the father felt able to confide in the nursery.

Case 22

Two-year-old Dorothy was in the nursery for the first time this year, but her four-year-old brother Charles came for the second year and another brother was there the two previous years. At the time of nursery contact, the family situation was reported as being hopeless by other social agencies. The house was never in order, while the children suffered from improper diet and were usually found running about the house with no clothes on. The father, who came from England as a finger-print expert, had been unable to obtain his

citizenship, which would have entitled him to a job in that line. Moreover, he had some political ideas that created trouble for him in any other decent job he held. When the family finally went on relief in 1937, they asked for aid only in emergencies. The mother had several physical ailments and was a poor housekeeper.

The nursery found the three children to be quietly reserved and well-adjusted. The only bother the teacher had with them was in seeing that they came to nursery properly dressed, with both shoes on.

Although the nursery workers always found the house cluttered up, there was usually an adequate food supply and the children seemed to enjoy going about naked. And the nursery workers were no more successful in bettering conditions. The mother, however, derived a great deal of social enjoyment from chatting with the nursery personnel. Talkative and pleasantly easy-going, she was the most faithful participant in the parents' affairs at the nursery.

The social service of the nursery saw a less hopeless family picture than did the other agencies. And they were in a position to provide the children with conventional surroundings, which were missing in their own home in some respects. Furthermore, an inadequate mother and homemaker found her social self in the nursery's social activities.

Case 23

Jimmy, four years of age, is the youngest of seven children in a family where the parents work. The father was the black sheep of a prominent family. He became an alcoholic, involved himself in larceny and robbery, and finally ended up in prison. He was paroled to go into the army, where he is at present. A family welfare agency bought for the family a single-family house, which is to be eventually repaid.

The mother asked for nursery care as she wished to go to work. The nursery was of the opinion that she should remain at home with the seven children, but the mother insisted she intended to work. Feeling that the mother had been through a great deal of stress over her husband and that she might feel the need to work it out by taking a job, she was given a job in the Morgan Memorial store. Since the ages of the other children range from nine years to sixteen years, they manage to shift for themselves after school.

Jimmy was a typical boy in the nursery. He adjusted easily, needed no special attention.

Since the family had had so much contact with other social agencies, which were still working with them, and since Jimmy offered no difficulty, social service was not extended to the mother.

In this social problem the nursery preferred to leave the social work to the other agencies interested. They

were content that the child made an acceptable nursery adjustment.

Case 24

Joan, five years old, and her sister Arline, three years old, were both in the nursery this year, Joan for the third year. Another sister, seven years old, was in the nursery four years ago. There are two younger girls in the family. The nursery has undertaken the care of the children because of the unfortunate conditions in this Syrian family. The father, injured in an automobile accident, has had kidney and stomach trouble for years. The mother, subject to dizziness and pains, has been diagnosed by the hospital as psychoneurosis. The mother gives the impression that she is mentally dull, while the father has queer ideas. Both like to discuss their ailments and their inability to work. The father helps the paternal grandmother run the rooming house, where they live. Encouraged by a public welfare worker at one time to get out of the house and escape father's oppressive manner, the mother does laundry work a few weeks at intervals during the year.

Although her two sisters turned out to be very satisfactory children in the nursery, Joan was a problem. She was stubborn and clumsy, remaining that way with little improvement the first year. In a psychological examination, given her by a student the next year, she rated dull in in-

telligence. In the light of this finding, Joan was allowed to develop at her own pace, and as a result she became a happier child, willing to conform to nursery routine. This year her physical development seemed abnormally rapid, a matter which the nursery intends to investigate shortly.

Although various social workers from different social agencies were always appalled by the home conditions and the attitudes of the parents, the nursery social workers formed a more tempered opinion of the family. The living quarters were not so dirty as they were crowded and bare. The nursery worker induced the parents to take another room in the house so that the children would not have to sleep with them, and arranged for them to get more furniture. It was apparent that the father was severe with the children, even threatening to put them down the cellar with the rats and striking them for the least thing. Nevertheless, in talking with him, the worker came to understand that he was expressing a strong desire to have them grow up "right". Therefore, he was accepted as a sincere person, on which basis the worker was able to dissuade him from using harsh tactics so frequently.

The nursery found it possible to give this family the acceptance which other social agencies had not accomplished. This acceptance was a factor in bettering the social conditions to a certain degree and in lessening the undesirable attitude towards the children. Also, the mental and

physical problems of one of the children were of concern to the nursery.

UNSUITABLE ENVIRONMENTS

Case 25

The chief purpose of the nursery in taking Vivian, when she was two years old, and in keeping her three years, was to remove her from her father's tailoring shop, where all the men in the neighborhood congregated. Her mother, inefficient at training Vivian, was unable to do this. There was one older girl in the family. The father, Syrian, had gone to college a few days, when he left to marry mother, a Greek girl. He had contact with the Morgan Memorial Employment Bureau before he started his shop with money he borrowed from his mother-in-law.

Vivian started her nursery career by being unsociable and uninterested. As she grew older, she adapted herself to the nursery setting. A psychological examination showed her to have superior intelligence.

Vivian's progress at nursery was quite smooth and satisfactory and no social service was extended to the family except for friendly calls.

In this case the environmental considerations overruled any other ones, in the decision of social service. The child turned out to be one who could benefit from this service in view of her intelligence.

Case 26

The nursery was particularly disposed to taking in Alberta two years ago, when she was three years old. It was known that the mother would lock Alberta in the house alone to attend to her own affairs. The mother applied at the nursery when she wished to work as a stitcher to supplement father's inadequate salary as a painter. Previously the Syrian family had been aided by public welfare. The father had been refused a permit to drive a taxi because of a minor court record.

In the nursery Alberta was both impetuously stubborn and appealing. She was active and imaginative. Each year the defiant side of her personality cleared up a little more, as she responded to praise and calm discipline.

Social service visits to the home showed up the parents in a more sympathetic light than the records of other agencies did. The father was confessedly an adventurous person. He told of running away in his late teens to see the world. The mother's story of being always shy, a good girl in school and at home, contrasted with father's nature. To the workers, she seemed to be an attractive young woman who had something troubling her. Marital trouble was suspected. There were also indications that the mother felt some rejection towards Roberta, for she nagged the child and con-

stantly identified her with the father. The nursery was patient with the mother when she apparently failed to show her appreciation of the nursery by repeatedly bringing in Roberta late and neglecting to attend to such things as health certificates. In spite of the good relationship between the mother and the nursery personnel, it was impossible to penetrate to the cause of mother's irresponsibility

The nursery felt it was saving this child from a dangerous situation, but did not feel it necessary to censure the mother. Instead social service invited a troubled mother to unburden herself, but was not very successful.

Case 27

Four-year-old Francis is the son of older Syrian parents, who waited fourteen years before they were able to have a child. Now there is a year-old baby also. The nursery took Francis because they judged the home environment to be unfavorable for the child's normal development. The parents made too much of a fuss over him, were too anxious for him to talk and act as a grown-up. A physician had suggested to the parents, who are intelligent people with high standards, that nursery experience would be advantageous for Francis, as he had become an eating problem. The mother spent six months persuading the father before he allowed Francis to enter the nursery last year.

Francis quickly established himself as a bright boy.

In fact he duplicated the knowing, authoritative way of talking his father had. All kinds of methods were tried to induce him to eat at all, before one was successful. The nursery cooperated with the recommendations of the family physician in their treatment of Francis.

The social workers were welcomed by the parents as friends. Both mother and father came to hold the nursery in high esteem. During the sociable visits, the mother stood out as a high-strung person, overfastidious and eager to please. In the course of conversations, she seemed to get a great deal of release in relating how hard she worked as a girl and what a task it was for her and her husband to take care of his dress factory which he conducted in the house. The workers were able to somewhat relieve mother's fears and worries about Francis, whether he would grow up all right or not.

The nursery waived economic need aside in offering to help this child get an environment more favorable to his growth, physically and emotionally. But it was also able to step in where the need showed itself in respect to the mother's worries.

RACIAL-CULTURAL PROBLEMSCase 28

Robert was born three years ago, just when his parents had come to this country from Greece with his older brother and sister. The father opened a cobbler shop, at which he draws an income of about \$25 a week. The mother also earns part of family income at a \$20 per week stitching job. Robert was taken into the nursery so that he could learn English and American ways.

At first Robert was hardly able to speak English, but his teacher was able to tell that he was interested in all phases of nursery life. He ate and slept well and created no difficulty when it came to discipline. During the nursery year, he learned English, developed real boyish aggressiveness, and proved himself to be both bright and cooperative.

The parents are very thankful for the privilege of sending their boy to the nursery and are eager to comply in every way with whatever is asked of them.

The nursery extended a helping hand to a family new to this country. Thus the child was given a chance to adjust well, and the parents received friendly support in their effort to make out in a strange environment.

Case 29

Two and one-half-year-old Billy, who entered the nursery this year, has a six-year-old brother who attended nursery the year before and a seven-year-old sister who attended the year previous to that. All the children were accepted because of the racial problem involved in their being half Filipino. Since they found it difficult to associate with other children, they were given the chance to socialize in the nursery group. Young Billy was admitted this year on the strength of the success attained with the two other children in the nursery.

The father, a Filipino, drives a taxi cab. Now in war-time he averages \$50 a week; but before the war, his earnings were less and irregular. The mother, an American, was a trained nurse before her marriage. There is also an eight-year-old girl in the family.

As his brother and sister did, Billy adjusted very well in the nursery and showed confidence in being accepted by the other children, although he suffered a little homesickness at first. He conducted himself with the same well-behaved the polite manner that characterized the other two children.

No social service contact was necessary, except for friendly calls to acquaint the mother with nursery progress.

The mother took an active part in all nursery activities open to parents.

Social service thought this racial situation in the family grave enough to warrant nursery care, although the mother was not working. The social benefit of the nursery reached out to the mother, also.

Case 30

Tommy entered the nursery in January of last year, when he was two and one-half years old. A six-year-old brother had been there since the previous September. Both children were accepted for an educational purpose, that of helping them and their parents to learn English and become Americanized. There is also a ten-year-old boy in the family.

The family was known to the Morgan Memorial. They came from Syria four years before. Unable to find employment because he was not a citizen, the father was given work in the Morgan Memorial Industries, where he remained for two years. At that time he secured work as a tailor in a dress factory, earning \$25 a week. The mother was encouraged in her desire to help out by working, as the social worker considered this a good way in which she could gain confidence in learning to speak English. When she found a stitching job, Tommy was admitted to the nursery as well as his brother.

The elder boy learned English quickly and fitted nicely into the nursery set-up. Tommy acted the baby at

first, crying and running to his brother whenever anything went wrong. Also he rebelled at joining in with the nursery group. In a brief time, however, he turned into an assured, independent child. Like his brother, he absorbed English rapidly, showing himself to be bright, with an engaging personality.

The mother, a charming and vivacious woman, took a great interest in the nursery and in what it was doing for her and her children. She enjoyed the friendly visits made by the worker. Her English, meanwhile, improved, and she cooperated with the nursery by speaking in English to the children.

Tommy came to nursery again this year, while his brother went on to public school. His mother did not work as she was expecting a baby. After the baby was born, Tommy revealed his jealousy of him by annoying other children and defying the teacher. The teacher gave Tommy extra attention and talked to him in a way that helped him overcome his resentful attitude. In conjunction with this, the social worker went to the home and offered the mother suggestions about handling the jealousy problem.

The social worker responded to this mother's eagerness for the chance to help and be helped. The nursery also assumed the task of furthering mother's cultural needs and of being awake to any needs of the children in the nursery.

SIMPLE WORK PROBLEMS

Case 31

Three-year-old David's father is a theological student and his mother works. Alone in the east after graduating from a midwestern college, the father is doing graduate work. Last year, the Morgan Memorial took the child into the nursery and gave the mother a position in their store.

David displayed his intelligence immediately. However, he suffered from asthma, was thin, and was subject to colds. The two years in the nursery built up his physical condition. He showed a remarkable musical talent, being able to sing in perfect pitch, which the teacher considered unusual for a child so young.

The nursery aided the mother in seeing to David's medical needs, by talking over his condition and by offering suggestions.

The nursery saw fit to extend its services to a family, which represented a higher cultural level, where, however, there was economic need.

Case 32

Two-year-old Norman comes from a Greek family that has a history of low economic status, requiring welfare aid for years. The war situation has raised their standards

immensely. The father's work as a painter and the mother's work in a shoe factory bring the family income to \$50 per week. There are two older boys and a younger girl in the family. At present the father works days, the mother nights.

Norman came to the nursery this year as a stout, impenetrable boy, whose language was not understandable. He would not eat or sleep and played by himself.

In talking with the mother, the social worker discovered that she was still giving Norman the bottle at night, only one way in which she was perpetuating his babyhood. The mother was old-fashioned in her ideas, but tried to cooperate with the nursery in helping Norman to grow up. At the end of the year, he had improved, becoming active and more sure of himself. However, the fact that he still was wrapped in a quiet reserve made the teacher wonder about his mentality. Although not sure of what procedure to take, the social worker together with the nursery teacher intended to determine, if possible, the real cause of Norman's temperament.

Working parents was the factor that brought this child to the nursery, but the nursery asked the parental cooperation in working out the child's problem, which manifested itself and puzzled the nursery. When the child did not completely respond to treatment, the nursery took the responsibility for the next step.

Case 33

Sandra is a four-year-old Syrian girl. She was two years old when she first entered the nursery two years ago, and her sister was in the nursery the year before that. Both parents work. The maternal grandmother, who lives with them, became too ill to care for the children. The father, a paper cutter, never earned more than about \$18 per week, while the mother received the same salary as a stitcher.

The nursery had a trying time with the two girls, who were eneuretic. Sandra also had to get over her tendency to fuss and whine when she wanted her own way. However, she developed a strong affection for her teacher, which brought out her fundamental sweetness.

The worker found the home neat and comfortable. Although Sandra's mother was an aggressive woman with a booming voice and personality, she had not been effective in carrying out an eneuresis regime for the two children. It was thought that the grandmother and the father, a slight, shy man, offset the mother's efforts by spoiling the children. The parents felt a very hearty friendliness towards the nursery.

This year Sandra has outgrown her eneuresis and has only sudden flare-ups of her petulant moods. She has shown good dramatic ability.

The nursery teacher straightened out these children without much assistance or interest from their mother.

The parents did, however, appreciate the fact that the nursery care helped in the employment side.

Case 34

Four-year-old Ronald's father, a printer, found it impossible to work at his trade during the depression. As a result, the family, whose standards were very high, were forced to fall back on social agencies for financial help. The father finally obtained a W.P.A. job, while his wife worked as a dressmaker. At the time of nursery application last fall, the father was earning \$25 per week as a printer. To supplement this income the mother was given work as a dressmaker in the Morgan Memorial Industries. There are two older children.

Ronald was shy and not physically active or very efficient in nursery work. He did improve, however. His attendance was spotty, as he had many colds during the year and contracted whooping cough at the end. There was thought to be some connection between his nursery achievement and his low physical resistance.

Social service learned through the mother that the father was very strict, always punishing the children. The mother herself was a sincere person, eager to cooperate with the nursery in regard to Ronald's physical condition. However, to the worker she revealed herself as being unhappy; her marriage was not perfectly harmonious and her heart was

in England, where she was born and to where she expects to go back some day.

Social service was able to learn about family conditions which explained the child's nursery inadequacies. However, the worker was blocked by the mother's attitude in trying to help.

Case 35

Ruth was four years old when she entered nursery this year. Both her parents work. The father, a railroad patrolman, earns \$35 a week, which is supplemented by mother working part time as a dressmaker. The father is of Irish descent while the mother is of Syrian descent. They have three older boys. In the past the family was in contact with many social agencies.

Ruth had no trouble fitting in with the nursery group, of which she became a tiny, impish member.

The family appeared to have good standards, but the living quarters were crowded. This is a family that suffered financially during the depression, and now that employment opportunities are better, have revived.

Social service left this family by itself, with the help of the war, to work out any economic problems. No nursery work was indicated.

Case 36

Harry is a five-year-old Armenian boy, whose mother began to work as a consequence of the war situation. His father went to work in a shipyard for about \$40 a week, leaving a grocery store. In order to guarantee the family income after the war is over, the mother and the other child, a sixteen-year-old boy, took over the running of the store.

Harry was a friendly, talkative child, but the nursery teacher did not think he was as confident as he might have been. He was not demonstrative, except to become over-excited at times. He made some improvement during the year. A psychological test, to which he applied himself with intentness and evident relish, rated him as dull, just below average in intelligence.

The issue of Harry's mental ability was one which permitted the modification of nursery training for him, but one which the nursery did not take up with the family, as they did not consider the findings, at his age, serious or dependable.

The nursery care helped out this family, who were experiencing the economic uncertainties of war. In doing this, the nursery discovered a dull child, but did not make any attempt to make an issue of it.

Case 37

Four-year-old Daniel's father began to work for the

Morgan Memorial Industries during the depression. Then he was a young man of twenty-four years, the oldest of eight children, whose father was unemployed. The father has continued at Morgan Memorial ever since. He remained because he had trouble with hernia. His wife took advantage of wartime opportunity to go to work at a defense plant. A six-year-old boy completes the family.

Except for a touch of shyness, Daniel made a satisfactory adjustment.

No social service was necessary other than visiting. The family lived out of the nursery vicinity, in a better neighborhood, but in a house that was in poor repair and contrasted with the other houses on the street.

Here, where the family was known to the Morgan Memorial Employment Department for some time, the nursery did not consider it necessary to do any additional social work, as long as the child got along well.

Case 38

Three-year-old Phyllis has an Irish father and a Syrian mother. She was brought to the nursery because her parents worked and because they said she needed discipline. She is an only child. The father earns about \$30 a week working in a city department; the mother does part time typing.

Phyllis was a petite child, but showed a strong

stubborn streak when it came to eating and sleeping. Nevertheless, she seemed bright and interested on what was going on about her.

The social worker learned that Phyllis had associated almost entirely with adults. Her grandmother and aunts had given her a great deal of attention, thus "spoiling" her. As a result she became despotic and showed adults no respect. The whole family were anxious to work with the nursery in remedying Phyllis' disposition. Playing with other children seemed to improve Phyllis a great deal, for which her mother was very grateful.

In taking a child because the parents worked, the nursery discovered and treated a child in need of emotional help.

Case 39

Paul is a three-year-old Portuguese boy, the youngest of five children. Up to the breakout of the war, the family was being aided by welfare. The father averaged \$18 a week running an automobile repair shop, so that the mother had to help out, when she was able, by working part time. This year, until recently, when she expected a baby, she worked in a gas mask factory in the vicinity of the nursery.

Paul's seven-year-old sister was in the Morgan Memorial nursery two years ago. The social worker then reported the home as being dirty, cluttered, and bare of furni-

ture. At that time another worker at a hospital, where some of the children were being treated, contacted the Morgan Memorial worker about the possibility of getting a bed for the family, as she said the four oldest children were sleeping together. The Morgan Memorial succeeded in providing the family with enough beds to solve the sleeping problem.

Paul was a mischievous, lovable child in the nursery. In his work he showed signs of being artistic. His teacher had no trouble with him whatsoever.

The worker this year found the mother to be a capable young woman. The home was clean and well cared for. However, the worker had to try to assuage mother's feeling that her child was subject to racial discrimination in the nursery.

This year the war seemed to lift this family out of poor social conditions. Besides just the work problem, however, the nursery had to deal with the unfounded charge of discrimination.

Case 40

Three-year-old Andre is the only child of a young French couple. His mother applied for nursery care as she wanted to go to work to supplement her husband's income of \$20 a week as a substitute worker on the railroad. As soon as Andre was accepted in the nursery, the father developed pneumonia and was ill the whole year. As a result, the mother was unable

to work as she had planned. While she stayed home and cared for father, the family was supported by welfare.

Andre was a regular boy who loved to play. However, the teacher noticed that he had a queer tone inflection and pronunciation of words. It has been the experience of the nursery teachers that the majority of the children who come to the nursery bring with them some sort of speech defects, which, as a rule, clear up. Andre's speech was so unusual, however, that the teacher recorded examples of it throughout the year.

Andre's mother was too busy with her sick husband to benefit much from nursery contact. However, she did seek medical advice and learned that Andre might need to have the membrane under his lip cut.

In solving a simple work problem, the nursery also managed to help in the unexpected occurrence of illness and to call the parent's attention to a physical defect of the child.

Case 41

Anthony is a three-year-old Italian boy, the only child of his mother's second marriage. The mother had thirteen children before her first husband died ten years ago. Anthony's father had been unemployed until this year, because, as a non-citizen, he was not able to follow his trade of fisherman. His wife, therefore, worked as a stitcher, most

of her other children being married and out of the home. After Anthony was admitted to the nursery this year, his father obtained his citizenship papers and was allowed to work on the fishing boats. The mother still works part time.

Anthony is slow and quiet, but offers no problem in the nursery.

The social worker learned that the father was away fishing weeks at a time. As the mother was lonely, she took advantage of the opportunity to talk socially with the worker and to participate in nursery affairs.

Nursery care came to the aid of the economic problem in this family. Social service befriended a woman who, after bringing up a large family, finds herself without any social outlet.

CHAPTER V

SUMMARY AND CONCLUSIONS

The cases presented were intended first to establish the existence of problems in the day nursery under study, and then to clarify the application of social service case work to these problems. The classification of cases according to outstanding family situations implies a potential need for social service work. An examination of the cases shows that social work was made use of in some of the cases in varying degrees, not consistent with the type of problem:

It seems difficult to define social work for this analysis. The simple, friendly contact between the parent and the social worker would be interpreted as case work in that it serves to benefit the child's progress in the nursery; in all cases but one, this contact took place. However, the writer is interested in the more specific use of case work in relation to definite problems, for the purposes of this study. Such case work was undertaken in twenty-nine of the forty-one cases, or in approximately 75 percent. In order to reach an understanding of the character and the intensity of this social work and of the amount of success it achieved, an analysis of the different types of problems follows.

A number of generalizations stem from the preceding

material. First of all the day nursery family picture is not one of working parents and nothing more. Although approximately three-fourths of the mothers work full or part time, the fundamental cause in a majority of cases does not appear to be economic. According to the classification, only 27 per cent of the cases present simple work situations. But 20 per cent of the families reveal marital difficulty; 17 per cent are families in which there is sickness or death of a parent, 10 per cent have unsatisfactory social conditions, 5 per cent have illegitimate children, and 7 per cent of the families are represented in each of these groupings-- children with definite problems, environments unfitted for the children, and racial and cultural problems. Employment of the mother often occurs as a secondary factor. For instance, the unmarried mother chooses work rather than Aid to Dependent Children; the wife who is not living with her husband because of desertion or separation may be forced to work towards the support of the family; the burden of earning a living falls on the wife when her husband is ill or otherwise inadequate; the employment obstacles to those who have just entered this country may result in both parents having to earn a little. Nevertheless, the basic problems are what characterize these families when they apply for nursery care. And the social service aspect of the nursery is concerned with the needs of the family which go deeper than the actual need for day care.

Confronted with this array of problems, to what extent and in what manner did social service function in the nursery?

Unmarried Mothers

The unmarried mother would seem to be a day nursery client who is likely to require the assistance of social work. She comes to the nursery with a questionable social status, which extends to her child. She must either reveal something of the true situation or pretend to be married. Both of these solutions are represented in the two cases of unmarried mothers at the nursery. The mother who in the beginning presented herself as a married woman proved to be the one who availed herself of intense case work. Her initial resistance was overcome by her obvious need for help in the extreme predicament in which she found herself--having run away with a married man to another state. The nursery met this need materially by giving her employment and morally by accepting her and offering her a helping hand in dealing with the behavior problem of the child. The other unmarried mother made it clear that she did not want any further contact other than depositing the child in the nursery, that the nursery was aware of her position and should let it go at that. Since her child made a good nursery adjustment, social service was not pressed. It should be noticed, however, that until she brought the girl to the nursery, the mother had been receiving public welfare, which entails social service. By going to work she

was declaring her independence of such aid; and, to her, the nursery stood as a means to this end.

Marital Difficulty

Seven of the eight cases in this classification were exposed to social case work, and one case gave indications of future need. In six of the cases the social service was set in motion by the attempt to deal with the problems of the children in the nursery. Therefore, none of these mothers, in spite of the uncertainty associated with the disruption in their marital life, sought any direct aid from the nursery social worker. Yet, it is interesting to note that most of these mothers lost no time in breaking forth with their marital troubles during contacts made in regard to their children. One case, 8, revealed how both parents used the social worker as a sympathetic audience for their respective marital complaints. In one instance, case 10, the case work was able to penetrate more deeply: the worker listened to both sides of the marital friction, and at the same time was able to appeal to the parents for cooperation in handling one child's behavior problem at home and in securing better sleeping conditions for the family. One mother filled a social gap in her life while she was being contacted about her girl in the nursery. Case 5 was the only one in which the mother met the worker's overtures with rejection. In case 6 the mother was limited in understanding rather than unreceptive to help in con-

nection with her child.

In the families where there is friction between the mother and father, some emotional disturbance is to be expected in the children. Five such problems showed up here, including infantile behavior, hysterical temper, disobedience with parents, and nervous tics such as head banging and body rocking. The tics occurred in a child under three years of age. Two physical symptoms were treated, also. There does appear to be, therefore, some correlation between the family instability and that of the child in the nursery.

Illness or Death of a Parent

When a parent is missing in the family or incapacitated, the normal functioning of that family is affected. The financial situation suffers where the father is no longer able to provide an adequate family income. The mother who is ill throws the whole family out of kilter, while the absence of the mother from the home entirely causes a serious rupture. It is acknowledged that the children bear the brunt of such misfortunes. The part that the nursery plays in connection with these children merits attention.

Social work was designated in some degree in five of the seven cases, and in one case was intensive. Problems of the children accounted for the resort to case work; these ranged from mild physical and emotional disorders to challenging behavior symptoms. One behavior problem resulted in

the instance of thorough case work in Case 13, where the illness of the father was responsible for throwing family relationships off balance. Here, case work brought the family picture into clearer focus while dealing with the child. Case work failed to evoke response in the other case of behavior problem, Case 11, and the nursery had to take over the training of the children of the sick mother. It may be surprising that the two children whose mothers were dead adjusted reasonably well in the nursery, even though one of the children had not yet been told that her mother had died.

Case work fell short of its goal in Case 15, wherein the parents tended to blame the nursery; and this would seem to be an important phase of nursery social work, for it hinges on the interpretation of nursery function.

Specific Problem of the Child

Nursery social service was functioning at its fullest in this classification. The three cases--one medical and mental, one emotional, and one mental--were accepted with complete responsibility for both the children and their families. What called forth social work to this extent? In one case the nursery was meeting the referral of another social agency, a child guidance clinic. In the other two the nursery endeavored to investigate their suspicions of abnormality in the children. It is apparent in viewing these examples of social case work that the nursery pushed its services in con-

trast to the other types of problems, where the nursery went only as far as it could with the parents and then did the rest itself.

Weighing the comparative success in these intense cases would seem profitable in this study of the possibilities of day nursery social work. The nursery met with excellent results in one case and with varying degrees of success in the other two. The little girl who was referred for jealousy was transformed from an anti-social child to a happy responsive one, while her mother was won over from a completely negative attitude. In the other two situations, social work came to a stumbling block in the form of mental deficiency of the children, which the parents resisted. In one case, however, the nursery was able to accomplish a great deal in the way of correcting a grave physical defect. And in both cases, it should be mentioned that other social agencies were also stopped by the mental question.

Poor Social Conditions

In the conditions described under this heading, there would appear to be much room for social work. And considerable social work contact was had in all these cases, but before they became known to the nursery. The nursery, then, acquired these families after several agencies had worked with them, and in three of the cases, had despaired of them ever improving their social conditions. As might be anticipated,

three of the four cases required a great deal of social service attention, which was usually instigated by the nursery itself. One family was let alone by the nursery entirely, Case 23, which had court contact.

With two of the families, the nursery was able to attain specific social service objectives--the institutionalizing of a sibling, the amelioration of living conditions, and the modifying of a parent's severe treatment of his children. As far as the families themselves were concerned, the remaining portion of these two cases and the entire third case were devoted to accepting the parents for what they were and giving them a chance for friendly socializing at the nursery.

A striking fact in these cases is the lack of maladjustment among the seven children of these families who were taken care of by the nursery at one time or another. Only one instance occurred, that of the mentally dull girl in Case 24, who received thorough nursery attention. It seems worth pointing out that a psychological test was instrumental in getting to the bottom of this child's difficulty.

Unsuitable Environments

Day nurseries were started with the idea of providing safe shelter for children who otherwise might be left in hazardous circumstances. In this study we find one example of a mother who would leave her child alone in the house while

she went out. The other two unsuitable environments pertain not to outright physical danger but to undesirability from the standpoint of the child's psychological development, another, more modern, conception of danger. Thus the nursery felt an obligation in taking in a child of older parents who were inhibiting his development and a child who was being exposed to the questionable environment of her father's store.

A good case work relationship was achieved in one case, a half-satisfactory contact was made in another, and the remaining case did not lend itself to social work. It was the case with the least economic consideration that made use of social service. Here more intelligent parents were enlightened as to the value of nursery care, and the mother was given an opportunity for emotional release. However, in the case where the nursery thought it important to help, little headway was made in understanding the mother.

Two of the children were shown to have superior mental ability; but whereas one adjusted perfectly, the other required special treatment. There was a correlation between the behavior of the third child and the rejecting attitude of her mother.

Racial-Cultural Problems

Although the nursery is located in a neighborhood composed of many different nationalities, recent arrivals to this country or unrepresented nationalities form an even more

foreign element. By accepting the children of such families, the nursery is making use of the advantage it has in the way of tolerance and educational possibilities. Since newcomers and non-citizens are apt to run into employment difficulties, nursery care can come to the aid of this situation by enabling the mother to work.

Case work entered noticeably into one of the three cases, while in the other cases the social service was confined to a friendly, supportive relationship. In the first case, the educational and social benefits were supplemented by the giving of employment to the father. Unlike the others, this case was marked by a willingness and enthusiasm on the part of the parents to be helped in their adjustment to the United States.

As a whole the children made out remarkably well in the nursery surroundings. The children, unacquainted with the American language and customs, were quick to learn. The Filipino children enjoyed social equality for the first time. One child, in Case 30, experienced some homesickness and showed signs of jealousy of a new sibling, but he rallied well under the cooperative treatment of nursery teacher and parents. He was under three when he entered the nursery, also.

Simple Work Problems

The fact that these are cases of simple economic need, where both parents work but have no other perceptible

problems in the family at the time, would suggest that not too much social work was necessary. It would seem that the nursery care in itself was sufficient service to the parents, while the freedom from undue tension of any sort in the home would be conducive to satisfactory nursery adjustment.

Six of the eleven cases used social work in some manner. However, none of the contacts were deep-seated as far as the family were concerned. The problems were centered in the nursery and were distributed as follows: two emotional, one emotional with a question of mental retardation, two physical, one charge of racial discrimination against the child. The parents were fairly cooperative.

Some interesting features appeared in this group. Two families recovered from the depression for the first time as an outcome of wartime employment conditions. The fathers' employment was bettered by the war in three other cases. An unforeseen situation arose when one of the fathers became ill and was prevented from working the entire nursery year.

Some conclusions may be drawn from this summary of cases. The social work done at the Morgan Memorial Day Nursery varies from casual friendly contact to intense case work. However, it appears that day nursery social work is unique in that the parents do not know quite what to expect of it. The cases show that no matter how complicated the family situation, the parent looks upon the help he receives from the

nursery primarily in relation to the day care itself. In other words, the nursery must promote itself any further service it wishes to give. The intense case work in one-third of the social work offered was possible because of the diligence of the nursery in taking advantage of any opening. This does not mean, however, that parents were reluctant to accept social work. The majority of cases give evidence that the families were cooperative and appreciative, some more than others, of course.

Social work in the nursery seems to have definite limitations, which were recognized in these cases. It would seem to be kept within the bounds of the immediate reality of the day care itself. The nursery did not step into the area of the family problem unless it touched on the welfare of the child or unless they were invited to do so by the family. And whenever parents did bring up their personal affairs, the nursery worker took a passive rather than an active role. It does not follow that nursery social work is restricted, but that it stays within its own function, not substituting or overlapping other social agencies. Moreover, the social worker, far from disregarding any pertinent data which she may not be able to work with, applies it to her understanding of the whole situation.

The social work in these cases was never forced, except where the nursery considered the welfare of the child

was at stake. In general, the social case work was adapted to the temper of the parent and was in accord with how much he was able to take and wished to take. Consequently, the quality and quantity of the case work fluctuated immensely, even when dealing with the same type of problem. A somewhat similar situation might be expected in any social agency. However, nursery social work has some handicaps which might be taken into consideration. The working mother is difficult to reach; and if she calls for the child at the nursery, the surroundings are not suited to serious social work. Also, the amount of social worker's time allotted to the nursery, if this nursery is to be taken as an example, is not equal to the available social work in some other agencies.

If these cases are taken into account, the realm of nursery social work is with the children. Every contact seemed to have been motivated by a matter relevant to the child, even if it were simply a friendly call to acquaint the family with the child's progress. However, there was a full measure of specific problems in the nursery to warrant some sort of treatment. About half the children failed to "adjust" for some reason, whether physical, emotional, mental, or social. Some symptoms were trivial, while others were serious enough to puzzle and worry the nursery. No consistent correlation can be observed between the home background and the nursery behavior. While some children clearly reflected in-

harmonious family states, others defied any comparison with the home environment. However, some trace of proportion might be seen in the fact that all but one of the children with marital discord in the families presented problems, while only half of the children of the families with simple employment conditions needed attention.

In treating the problems of the children, the nursery teacher relied on the assistance of the social worker. The social work consisted of progressive observation of the child and corresponding case work with the parent or parents. The results of this case work were carried back to the nursery to facilitate a cooperative treatment. This process seems to invest both the nursery teacher and the social worker with a great deal of responsibility in regard to child-knowledge. It is up to them to decide what course of treatment to take and whether or not the child can be handled in the nursery without referral to child guidance. What appeared to add to any knowledge they had was a thorough acquaintance with the family situation and, in some few cases which received them, the use of intelligence tests. As can be seen, the cooperation of the parents could not always be depended on, leaving the problem in the hands of the nursery. Treatment was most thorough in those cases where the nursery was profoundly concerned about the child's problem, and these cases utilized help from other agencies. In several instances the nursery

performed the important function of mother substitute.

In connection with the treatment of children the usefulness of the group work techniques of the nursery are evident. It should be noticed, however, that the nursery teacher always regulated the treatment according to the whole child, which necessitated an awareness of the complete family background. In general, each child displayed positive response to group life over a period of time. This will be seen especially in those cases where the nursery kept difficult children two or three years. But it seems also significant that children with only minor behavior disorders were able to thrive emotionally in the nursery group. In some cases nursery training had to fill in for home training where the mother was incapable. In two cases the nursery accepted children who came from families with no economic need, but who, it was thought, could benefit from group experience away from the home environment.

Issue could be taken with the advisability of nursery care itself for some of the children who found it difficult to socialize in the group, especially those under two years of age. Yet all these children learned to adjust to the group eventually. If foster home care were substituted, the advantages offered by group living would be lost. There does seem to be room for thought about the minimum age the nursery can adequately serve. All the children under three in this study

reacted immaturely to the nursery.

Nursery social work cannot be discussed without including its relation to the family situation. The cases demonstrate the various ways in which the nursery social worker can help the parent in the process of helping the child. The social value of the nursery to the parent is manifested time and time again. Friendly conversations with the nursery staff and participation in parents' activities in the nursery can enrich the lives of the nursery clientele. Even more pronounced social import comes out in the relationship with the families who were formerly given up by other agencies. There is, therefore, some attribute of the day nursery as a social agency which enables the clients to be less formal and thus often more accessible to whatever help they can take. To the more foreign client, the nursery serves an educational as well as a social purpose.

The nursery worker may not advise about the family problems but she can listen to explanations and complaints about them. In this way she becomes a prop to a worried mother or a sympathetic friend to the complaining parent. The cases also contained some examples of direct aid given by the nursery. This was made possible by their affiliation with a welfare and employment department of the same organization, which permitted employment to be given. This suggests the use nursery social service can make of referrals to other

agencies.

A principle comes to light in this nursery which could be considered in relation to all nurseries--the practice of serving the family over a period of years by accepting several of the children and keeping them for one or more years. This could be said to create a monopoly on nursery care or perhaps cause dependency in the family. On the other hand, all such cases reveal that a substantial amount of social work was accomplished in this way with both the children and parents. Furthermore, in some cases, the continued nursery care acted as a stabilizing force on decidedly unstable families.

This year, social service at the nursery found an ally in the war. The trend of family income seemed higher as a result of increased wartime employment, particularly of the fathers. In a few cases, the favorable influence of the war could be traced from the improved economic situation to the lifted morale of the parents to the more desirable parental attitude towards the children. It is possible, therefore, that the cases this year represent somewhat of a lessening in the need for social work. The routine of the nursery was unchanged by the war situation.

The standards for the day care of children were set very high by the committee working under the Children's Bureau of the government. For instance, it is recommended

that persons responsible for the nursery group should have:

Training in the fields of nursery-kindergarten education, child psychology, physical and mental growth and development, nutrition, physical and mental hygiene, parent education, and understanding of family needs and relationships and of community resources and their use.¹

There does not seem to be much that could be added to emphasize these points, except to suggest that the attainment of such a desirable goal be accomplished by the cooperative, sharing effort of the nursery personnel and the social service staff. An understanding of community resources might be stretched to include the possible use of a psychiatric consultant or clinic as a regular practice. A practical recommendation in regard to the mental development of the child, as suggested by this study, would be the routine use of mental tests as a guide in best serving the child and his family.

APPROVED:



Dean

¹ U. S. Children's Bureau, Standards for Day Care of Children of Working Mothers, Publication No. 284, p. 3.

BIBLIOGRAPHY

Books

Isaacs, Susan, The Nursery Years. London: George Routledge and Sons, Ltd., 1929.

_____, Social Development in Young Children. New York: Harcourt, Brace and Company, 1933.

Periodicals

Beer, Ethel S., "Mental-Hygiene Aspects of the Day Nursery", Mental Hygiene, 20:41-48, January, 1936.

Frank, Lawrence K., "The Fundamental Needs of the Child", Mental Hygiene, 22:353-379, July, 1938.

Hutchinson, Dorothy, "Spotlight on Day Nurseries", The Day Nursery, 3:2-15, April, 1942.

Melby, Dorothy Curtis Melby, "Case Work Service in a Day Nursery", Child Welfare League of America Bulletin, 21:35-38, April, 1942.

Pearson, Gerald H. J., "Co-operation between the Day Nursery Worker and the Psychiatrist", The Family, 22:309-314, January, 1942.

Ruegg, Frances L. E., "Why Case Work is Needed in Day Care for Children in this Emergency", Child Welfare League of America Bulletin, 21:8, January, 1942.

Voiland, Alice L., "Case Work in a Day Nursery", The Family, 23:97-102, May, 1942.

"What Shall We Do With the Children?" Bulletin From Britain, No. 91, p. 6, May 27, 1942.

Bulletins and Reports

Kenney, Luna E., A Ten Year Experiment in Foster Day Care,
Child Welfare League of America, Bulletin No. 15, 1939.

Meek, Lois H., Trends of the Day Nursery. New York: National
Federation of Day Nurseries, 1935.

Theis, Sophie Van S., Importance of Casework in the Day Nursery.
Report given at the Biennial Conference of The National
Federation of Day Nurseries, 1935.

United States Children's Bureau, Proceedings of the Conference
on Day Care of Children of Working Mothers. Washington,
D. C.: Publication No. 281, 1941.

United States Children's Bureau, Standards for Day Care of
Children of Working Mothers. Report of the Subcommittee
on Standards and Services for Day Care Authorized by the
Children's Bureau Conference on Day Care of Children of
Working Mothers. Washington, D.C.: Publication No. 284,
1942.

COPY OF SCHEDULE

FAMILY
BACKGROUNDParents

Father

Mother

Age
Nationality
Descent
Health

Siblings

Sex
Age
Health
Nursery History

Relatives in homeFamily relationships

ENVIRONMENT

Housing

No. rooms Rent Condition

Sleeping ArrangementsManagement of homeECONOMIC
SITUATIONIs mother working? (explain)

Type of job now held
Hours Salary How long on job

Previous work history

Father's occupation Salary

Work history

Other contributors to family income

Over

NURSERY
CHILD

Sex Age No. years in nursery
Referral from social agency
Mother's reason for referral
Nursery's reason for acceptance
Adjustment in Nursery

SOCIAL SERVICE
CONTACT

Initiated by whom when

Purpose

Acceptance by family

Type of treatment

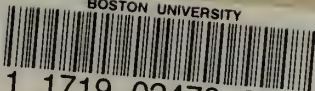
Cooperative nursery treatment

Results of treatment

Referral to other agencies



BOSTON UNIVERSITY



1 1719 02478 3781

